Appendix A

AMAT Chart

AMAT Chart with Additional Detail

Matrix to Determine Adaptations, Modifications, and Assistive Technology (AMAT) to Access the General Curriculum
Alignment of the Four Step Process (IHDI) with the SETT Framework (Zabala)

Student: **Date of Birth:**   **Grade level:**   **Current Date:**

Follow the instructions below to complete the student profile (guided by the SETT Framework, Joy Zabala) and determine appropriate adaptations, modifications, and assistive technology (AMAT) to support access to the general curriculum. From this point the acronym AMAT will be used for adaptations, modifications and assistive technology.

Student's Current Level

I. STUDENT   Identify the student's current abilities:
– student's primary method of communication,
– primary means of accessing the general curriculum.

II. ENVIRONMENT Identify the Standard the student will be working on which should be selected from the Standards that all students are addressing.
Consider each of the following in relationship to the standard and learning environment:
– Arrangement (physical, instructional)
– Support (for both student and staff)
– Materials and equipment available to all students
– Access issues (physical, technological, instructional
– Expectations of others

III. TASK
– III a - Note the areas of concern that impact access general curriculum for the student should be noted in the
– III b - List the tasks that the student will access while working on the identified standard – learning outcomes, activities and IEP goals.
– III c - List any special strategies, accommodations, AMAT, tools that are currently being used to remove barriers for this student during the learning process.
– III d – Identify continuing barriers that interfere with the learning process or hinder the level of independence for the student.

IV.   TOOLS Identify possible solutions to identified barriers
– AMAT
     ·   Adaptations
     ·   Modifications
     ·   Assistive Technology.
– *Pathways to Learning* document is a good resource,
– Other resources:
     ·   Abeldata,
     ·   AEA team
– Focus should be on:
     ·   Barriers in relationhip to the learning outcomes and instructional activities
     ·   Individual student needs and matching features of different tools to determine the correct type and level of support
          –   A close feature match will result in independent use of AMAT.

I. STUDENT: Current abilities

a) Identify the student's primary method of communication. Use an "R" to indicate Receptive and "E" to represent Expressive:

· Objects	· Eye gaze board	· Consistent Yes/No response
· Object symbols	· Sign Language	· Other – describe:
· Tactile cues	· Simple voice output device	
· Braille	· Voice output device with levels	
· PECS (Picture Exchange Communication System)	· Voice output with icon sequence	
· Pictures/Graphics/Symbols	· Voice output with dynamic display	If no standard means of communication use available
· Communication Board	· Verbal	resources (e.g., speech path., A.T. evaluator, AEA)

Identify the student's primary means of access to the general curriculum (select from more than one section if student is a multimodal learner)

Kinesthetic Learner: Participation in activities through large muscle movement (walking, lifting, moving); Hands-on activities; field trips; Using a model; Larger objects/manipulatives related to content; Use a sequence of steps; Other (Please describe)

Tactile learner: Objects/manipulatives related to content;   Object symbols (actual items or parts of items);   Tactile Cues (items, parts of items, or representative items mounted on categorized materials);   Tactile materials (to provide sensory and kinesthetic feedback); Tactile computer access (textured overlays with alternate keyboard / tactile switch access);   Other (Please describe)

Visual learner : Picture Exchange Communication System (PECS); Visual representation for receptive learning / communication (photos, symbols) ; Visual representation for expressive learning /communication (photos, symbols); Text supported with graphics (photos, symbols, charts) for receptive and expressive learning / communication; Graphic organizer;   Other (Please describe)

Auditory learner : Emphasis on auditory learning;   Materials presented using audio tape; Digital text with auditory output; Talking calculator;   Voice recognition software;   Other (Please describe)

Alternative computer access : Alternate keyboard;   Touch screen;   Custom overlays;   Switch access;   Scanning;   Joystick / trackball; Text-to-speech software;   Other (Please describe)

Mobility: Dependent Wheel Chair (WC) user;   Independent WC user with assist;   Independent WC user;   Ambulatory with assist;   Ambulatory with walker;   Ambulatory;   Other (Please describe)

Health / Medical issues: Please describe medical cautions, health issues, etc.:

Student Information Chart

a) STUDENT: Current abilities	
b) Identify the student's primary method of communication, both receptive and expressive:	
a) Identify and briefly describe the student's primary means of access to the general curriculum:	
b) Learner using multimodalities:	

Alternative computer access :	
Mobility:	
Health/Medical issues:	

Questions to answer on chart	**II. ENVIRONMENT:** • Arrangement (physical, instructional) • Support (for both student and staff) • Materials/equipment available to all • Access issues (physical, technological, instructional) • Expectations of others	**III a TASK (INSTRUCTIONAL ACTIVITY):** • Identify areas of concern that may impact access to the general education curriculum ❑ Vision ❑ Receptive communication ❑ Listening comprehension ❑ Learning/studying ❑ Hearing ❑ Computer access ❑ Seat/Position ❑ Expressive communication ❑ Mechanics of Writing ❑ Social competence ❑ Mobility ❑ ADL What specific tasks or instructional activities are required for active involvement in accessing the identified standard and to demonstrate learning?			**IV. TOOLS:** • Highlight the student's learning style and means of access to the general curriculum. • Describe adaptations, modifications, or additional assistive technology to be tried that may facilitate independence.
	Identified Standard:	III b. What opportunities are present to move the student toward mastery?	III c. Describe special strategies, accommodations, adaptations, modifications and tools that are currently being used to remove barriers for this student.	III d. Are there continuing barriers that the student encounters when attempting this task? If so, describe.	Identify the characteristics of student need and match the need to features of tools that will result in independent use of AMAT.
Link to the Appropriate standard	Where will the student be working on the standard?	How will the student access this standard? What does learning look like for this student?	What elements of UDL have contributed to learning for this student?	What barriers limit full access to learning this standard for this student?	
Define the Learning Outcome within the general curriculum	Identify the instructional procedures that will be utilized in the delivery of instruction and expectations for the student	What learning outcomes will be targeted for this student? How will the student demonstrate learning?	What strategies and AMAT have resulted in learning for this student?	What instructional procedures hindering progress for this student? What perceived expectations limiting the student's progress?	
Define the Learning Activities.	What support is available to the teacher and student? Identify environmental conditions that will affect learning: physical arrangement, materials, attitudes and expectations	What specific activities create opportunities for active involvement in learning the	What strategies and AMAT are in place that results in active participation for this student?	What barriers interfere with participating in learning activities that maximize potential and independence?	
Link to the IEP.	Look at the supports & specially designed instruction listed on the IEP. Are these in place?	What IEP goals can be addressed while accessing the general curriculum?	What supports stipulated by the IEP result in independent use of AMAT?	What supports are insufficient to allow progress on the IEP?	

Chart	**II. ENVIRONMENT:** • Arrangement (physical, instructional) • Support (for both student and staff) • Materials/equipment available to all • Access issues (physical, technological, instructional) • Expectations of others	**III a TASK (INSTRUCTIONAL ACTIVITY):** • Identify areas of concern that may impact access to the general education curriculum ❑ Vision ❑ Receptive communication ❑ Listening comprehension ❑ Learning/studying ❑ Hearing ❑ Computer access ❑ Seat/Position ❑ Expressive communication ❑ Mechanics of Writing ❑ Social competence ❑ Mobility ❑ ADL What specific tasks or instructional activities are required for active involvement in accessing the identified standard and to demonstrate learning?			**IV. TOOLS:** • Highlight the student's learning style and means of access to the general curriculum. • Describe adaptations, modifications, or additional assistive technology to be tried that may facilitate independence.
	Identified Standard:	III b. What opportunities are present to move the student toward mastery?	III c. Describe special strategies, accommodations, adaptations, modifications and tools that are currently being used to remove barriers for this student.	III d. Are there continuing barriers that the student encounters when attempting this task? If so, describe.	Identify the characteristics of student need and match the need to features of tools that will result in independent use of AMAT.
Link to the Appropriate standard					
Define the Learning Outcome within the general curriculum					
Define the Learning Activities.					
Link to the IEP.					

AMAT SUMMARY: If the IEP team has determined that a need exists, describe what will be provided (more specific assessment of need for assistive technology; existing tools, adaptation or modification of existing tools; additional tools; technical assistance on device operation or use, or training of student, staff, or family).

AMAT Summary	List possible accommodations, modifications and assistive technology to access the general curriculum.	Indicate the need for further assistance; Contact AEA.
Adaptations / Modifications		
Assistive technology		
AAC		
Alternative computer access		

NOTES:

Matrix to Determine Adaptations, Modifications, and Assistive Technology (AMAT) to Access the General Curriculum
Alignment of the Four Step Process (IHDI) with the SETT Framework (Zabala)

Student:	Date of Birth:	Grade level:	Current Date:

Follow the instructions below to complete the student profile (guided by the SETT Framework, Joy Zabala) and determine appropriate adaptations, modifications, and assistive technology (AMAT) to support access to the general curriculum. From this point the acronym AMAT will be used for adaptations, modifications and assistive technology.

The first section addresses the student's current level of function.

I. STUDENT
- Complete the STUDENT section, (I) which addresses the first component of the SETT Framework. Identify the student's current abilities through a) student's primary method of communication, and b) primary means of accessing the general curriculum.   Complete the remaining sections to identify alternative computer access, health or medical issues.

The second section addresses the remaining components of the SETT framework (Environment, Task, Tools) and how this framework compliments the Four Step Process (Link to the appropriate Standard, define Learning Outcomes, define Learning Activities, and link to the IEP).

II. ENVIRONMENT
- Within the column headed ENVIRONMENT (II), identify the Standard the student will be working on. This Standard should be selected from the Standards that all students are addressing.
- Complete the matrix (column II) considering the following environmental components and how they align with each element of the Four Step Process.
    - o   Arrangement (physical, instructional)
    - o   Support (for both student and staff)
    - o   Materials and equipment available to all students
    - o   Access issues (physical, technological, instructional)
    - o   Expectations of others

III. TASK
This section addresses activities that the student will complete, identifies areas of concern that may impact access to the general education curriculum, how those concerns are currently being addressed, and examines barriers that may still interfere with learning for that student.   Complete the matrix.
- In the TASK header (III), check the areas of concern for the student. These areas may impact the student's ability to access the general curriculum.
- Column III a - list the tasks that the student will access while working on the identified standard – learning outcomes, activities and IEP goals.
- Column III b – list any special strategies, accommodations, AMAT, tools that are currently being used to remove barriers for this student during the learning process.
- Column III c – identify continuing barriers that may interfere with the learning process or hinder the level of independence for the student.

IV. TOOLS
This section represents the brainstorming process that will provide solutions to the barriers identified in III c. Solutions will be in the form of AMAT that could be included in a system that supports the student with access to the general curriculum.   To support this brainstorming process use the *Pathways to Learning* document as a resource, Abeldata, and other print or electronic resources. Should team members not have the background necessary to make an informed decision regarding the type of assistive technology appropriate for the student, the team should consult with the AEA assistive technology team.
Brainstorming should focus on the barriers identified in Column IIIc in relation to the tasks/activities to be completed, and how individual student needs match features of different tools to provide the correct type and level of support. A close feature match will result in independent use of AMAT.

I. STUDENT: Current abilities

a) Identify the student's primary method of communication. Use an "R" to indicate Receptive and "E" to represent Expressive:

Objects ___; Object Symbols ___; Tactile Cues ___; Braille ___; PECS ___; Pictures/Graphics/Symbols ___;
Communication Board (pictures/objects/letters/word) ___; Eye gaze board ___; Sign Language ___; Simple voice output device ___; Voice output device with levels ___; Voice output with icon sequence ___; Voice output with dynamic display ___; Verbal ___; Consistent Yes/No response ___; None ___; Other ___
please describe:
If the student does not have a standard means of communication established, please see your AEA team for assistance.

b) Identify the student's primary means of access to the general curriculum.

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Kinesthetic Learner Child works best when able to move and participate using large muscles	Participation in activities through large muscle movement (walking, lifting, moving) ___; Hands-on activities ___; field trips ___; Using a model ___; Larger objects/manipulatives related to content ___; Use a sequence of steps ___; Other ___ Please describe:
Tactile learner : Child works best when able to feel using small motor muscles and through personal relationships	Objects/manipulatives related to content ___; Object symbols (actual items or parts of items) ___; Tactile Cues (items, parts of items, or representative items mounted on categorized materials) ___; Tactile materials (to provide sensory and kinesthetic feedback) ___; Tactile computer access (textured overlays with alternate keyboard / tactile switch access) ___; Other ___ Please describe.
Visual learner : Child works best when able to see, watch, read and view	Picture Exchange Communication System (PECS) ___; Visual representation for receptive learning / communication (photos, symbols) ___; Visual representation for expressive learning /communication (photos, symbols) ___; Text supported with graphics (photos, symbols, charts) for receptive and expressive learning/communication__; Graphic organizer ___; Other ___ Please describe:
Auditory learner : Child works best when able to hear, speak, discuss and think out loud	Emphasis on auditory learning ___; Materials presented using audio tape ___; Digital text with auditory output ___; Talking calculator ___; Voice recognition software ___; Other ___ Please describe
Learner using multimodalities:	Participation in activities through large muscle movement (walking, lifting, moving) ___; Hands-on activities ___; Objects/manipulatives related to content ___; Object symbols (actual items or parts of items) ___; Tactile Cues (items, parts of items, or representative items mounted on categorized materials) ___; Tactile materials (to provide sensory and kinesthetic feedback) ___; Visual representation for receptive/expressive learning / communication (photos, symbols) ___; Means of auditory presentation ___; Other ___, Please describe:
Alternative computer access :	Alternate keyboard ___; Touch screen ___; Custom overlays ___; Switch access ___; Scanning ___; Joystick / trackball ___; Text-to-speech software ___; Other ___ Please describe:
Mobility:	Dependent Wheel Chair (WC) user ___; Independent WC user with assist ___; Independent WC user ___; Ambulatory with assist ___; Ambulatory with walker ___; Ambulatory ___; Other___ Please describe:
Health / Medical issues:	Please describe medical cautions, health issues, etc.:

	II. ENVIRONMENT: • Arrangement (physical, instructional) • Support (for both student and staff) • Materials/equipment available to all • Access issues (physical, technological, instructional) • Expectations of others	**III a TASK (INSTRUCTIONAL ACTIVITY):** • Identify areas of concern that may impact access to the general education curriculum ❑ Vision ❑ Receptive communication ❑ Listening comprehension ❑ Learning/studying ❑ Hearing ❑ Expressive communication ❑ Computer access ❑ Seat/Position ❑ Mechanics of Writing ❑ Social competence ❑ Mobility ❑ ADL • What specific tasks or instructional activities are required for active involvement in accessing the identified standard and to demonstrate learning?				**IV. TOOLS:** • Highlight the student's learning style and means of access to the general curriculum. • Describe adaptations, modifications, or additional assistive technology to be tried that may facilitate independence.
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